## SCHOOL PSYCHOLOGY QUARTERLY AUTHOR INDEX FOR VOLUME 7

Issue One: 1-78 Issue Two: 79-154 Issue Three: 155-232 Issue Four: 233-310	
Bardon, Jack I. Solving educational problems: Working across institutional, cultural and political differences	137
Brown, Ronald T. See Platzman, Kathleen A.	157
Carey, Sean P. See Stoner, Gary.	
Christenson, Sandra L., Rounds, Theresa, and Gorney, Deborah. Family factors and	
student achievement: An avenue to increase students' success	178
Coles, Claire D. See Platzman, Kathleen A.	-00
Cone, John D. Accuracy and curriculum-based measurement	22
Cool, Valerie A. See Keith, Timothy Z.	
Derr-Minneci, Tami, and Shapiro, Edward S. Validating curriculum-based measure-	
ment in reading from a behavioral perspective	2
DuPaul, George J. How to assess attention-deficit hyperactivity disorder within	
school settings	60
Falek, Arthur. See Platzman, Kathleen A.	
Fine, Marvin J. See Stenger, Mary Kay.	
Gammel, Dorothy L. Comments on legal rights of students with attention deficit	
disorder	298
Gansle, Kristin A. See Gresham, Frank M.	
Gorney, Deborah. See Christenson, Sandra L.	
Grabowski, Jo-Anne. See Phelps, LeAdelle.	
Gresham, Frank M., and Gansle, Kristin A. Misguided assumptions of DSM-III-R:	
Implications for school psychological practice	79
Gresham, Frank M., and Gansle, Kristin A. Misological or misconstrued? Rejoinder	
to Reynolds and Hynd	108
Hakola, Stewart R. Legal rights of students with attention deficit disorder	285
Huebner, E. Scott. Burnout among school psychologists: An exploratory investiga-	203
tion into its nature, extent, and correlates	129
Hynd, George W. Misrepresentation or simply misinformed? Comment on Gresham	
and Gansle's vitriolic diatribe regarding the DSM	100
Keith, Timothy Z., and Cool, Valerie A. Testing models of school learning: Effects	
of quality of instruction, motivation, academic coursework, and homework on	207
academic achievement	207

INDEX	31
Little, Steven G. The WISC-III: Everything old is new again	14
Phelps, LeAdelle, and Grabowski, Jo-Anne.Fetal alcohol syndrome: Diagnostic features and psychoeducational risk factors Platzman, Kathleen A., Stoy, Mary R., Brown, Ronald T., Coles, Claire D., Smith, Iris E., and Falek, Arthur. Review of observational methods in attention deficit hyperactivity disorder (ADHD): Implications for diagnosis	11
Reynolds, Cecil R. Misguided epistomological shifting, misdirected misology, and dogma in diagnosis	9
Reynolds, Maynard C. Students and programs at the school margins: Disorder and needed repairs	23
Rhoades, Mary M., and Kratochwill, Thomas R. Teacher reactions to behavioral consultation: An analysis of language and involvement	4
Rosenfield, Sylvia. Developing school-based consultation teams: A design for organizational change	2
Rounds, Theresa. See Christenson, Sandra L.	
Sheridan, Susan M. Behavioral consultation training consultant and client outcomes of competency-based behavioral consultation training Smith, Iris E. See Platzman, Kathleen A.	24
Stoner, Gary. Validating curriculum-based measurement essential concerns from a behavioral perpsective	1
Stenger, Mary Kay, Tollefson, Nona, and Fine, Marvin J. Variables that distinguish elementary teachers who participate in school-based counsultation from those who do not	27
Stoner, Gary, and Carey, Sean P. Serving Students Diagnosed with ADD: Avoiding Deficits in Professional Attention	30
Stoy, Mary R. See Platzman, Kathleen A.	
Tollefson, Nona. See Stenger, Mary Kay.	

Witt, Joseph C. Wanted: New answers and new questions

